

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (Primary K-3)
☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal: Dr. Caroline Chilton

Official School Name: GPS Traditional Academy

School Mailing Address:
321 W. Juniper Avenue
Gilbert, AZ 85233-3936

County: Maricopa State School Code Number*: 5026

Telephone: (480) 892-2805 Fax: (480) 497-6953

Web site/URL: <http://www.gilbert.k12.az.us/schoolpgs/neely/neelyinfo.php> E-mail:
caroline_chilton@gilbert.k12.az.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Dave Allison

District Name: Gilbert Unified School District Tel: (480) 497-3300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Helen Holland

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

- Number of schools in the district:

26	Elementary schools
0	Middle schools
6	Junior high schools
5	High schools
5	Other
42	TOTAL
- District Per Pupil Expenditure: 6187

Average State Per Pupil Expenditure: 6232

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
- 0 Number of years the principal has been in her/his position at this school.
4 If fewer than three years, how long was the previous principal at this school?
- Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	9	24	7			0
K	52	47	99	8			0
1	53	59	112	9			0
2	59	43	102	10			0
3	51	52	103	11			0
4	40	48	88	12			0
5	43	52	95	Other			0
6	35	38	73				
TOTAL STUDENTS IN THE APPLYING SCHOOL							696

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
14 % Asian
3 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	705
(5)	Total transferred students in row (3) divided by total students in row (4).	0.043
(6)	Amount in row (5) multiplied by 100.	4.255

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 18

Number of languages represented: 5

Specify languages:

Spanish, Mandarin, Vietnamese, Bengali, Other Non-Indian

9. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 73

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %

Total Number of Students Served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>4</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>50</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	5%	5%	4%	3%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

These numbers for teachers are estimates, other than the student attendance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

GPS Traditional Elementary School is a back-to-basics school of choice, enrolling Kindergarten through 6th grade students from within the GPS district and surrounding districts. It is not a neighborhood school, with GPS students traveling from other GPS school areas for attendance. Parents place their students on a waiting list for attendance and places are filled using a hierarchy of criterion for eligibility. We have a considerable number of parents continually on the waiting list for attendance and these parents are those who want to receive a traditional back to basic education.

The school started off small, but has gradually grown to its current size which is full capacity for the building. The school expects parent involvement and the curriculum and instruction is rigorous and at least one year ahead of other schools in the district. Since Arizona has given Achievement Labels this school has received an Excelling label, and in most subjects and grades 100% of the students pass the state criterion test. GPS Traditional has made AYP every year since the designations were first given.

Highlights of the Neely Traditional Academy program include increased instructional time, emphasis on reading. Language arts, mathematics, science and social studies, Art Music, and physical education, direct instruction, high expectations, textbook-based curriculum, open enrollment valley-wide, highly involved parents.

Teachers are dedicated and proud of the success of the school and receive high praise from the parents. The school's mission involves maintaining the maximum of the school day for core academic subjects with few interruptions and minimal recess. Band and Strings classes are provided outside of the school day and many after school programs provide enrichment and athletic opportunities. Instructional strategies involve mainly direct instruction and phonics and basic math skills form the main emphasis of the curriculum.

Neely offers a time-honored approach to learning. We use a direct instructional model that puts the teacher at the front of the classroom. Teachers conduct instruction in an environment of respect and productivity. This environment supports both visual and auditory learners and provides repetition and consistency. The Neely environment fosters a healthy work ethic and a desire to pursue excellence among students and staff.

Neely Traditional receives astounding support from parents. Parents are encouraged to become participants in their child's education by volunteering in teachers' classrooms, the Parent Teacher Organization, and the Neely Traditional Academy Site Council. There are also many other opportunities for parents to become involved.

The schools strengths are the teacher collaboration and team planning that results in a consistent progressive curriculum through the grades that results in the high success and achievement of our students. In addition the Spalding method utilized for spelling, reading, and writing, along with the Saxon Math program which incorporates explicit direct instruction of concepts, emphasizing drills and repetition, contribute to the high rigor and accelerated learning of our students.

In addition, to our regular classroom instruction we also offer a Gifted program incorporating advanced math and writing, ELL support, Special Education resource teacher, and a social worker.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Arizona State Assessment, AIMS, changed from a 3rd, 5th, 8th, 10th Grade test to a 3-8 and 10th grade test in 2005. At that same time the tests were realigned and recalibrated such that analysis of scores since this change is the only relevant data. Also, GPS Traditional has grown from a very small school to a normal size Elementary School prior to the 2005 year. Since scores are only reported for groups above a certain size, this information is intended to indicate why certain data might be missing from GPS Traditional's test score information.

The AIMS tests given to grades 3-6 (Arizona Instrument to Measure Standards) consist of Reading, Writing, Math, and for the past year, Science. The test as required by Federal law is a criterion reference test with scale scores calibrated each year. For each grade and subject cut points are established for four achievement levels: Falls Far Below, Approaches, Meets, and Exceeds. Students at the Meets or Exceeds levels pass the AIMS test. The Cut scores for the AIMS tests various from grade and subject and from year to year, and they should be viewed on the State website.

From 2005 to 2008 Neely's scores in Math, Reading, and Writing have stayed very consistent with above 90% of students passing the test. For many of the years and subject/grade combinations 100% of students at this school pass the test. GPS Traditional scores are consistently the highest in the district and in the State. In Math for the 2007-2008 school year 100% of 5th graders passed AIMS and 73% Exceeded the Standard. At 6th Grade 100% passed in math with 64% of students Exceeding the standard.

2. **Using Assessment Results:**

State summative and district and school formative assessments are used on an ongoing basis by teachers to identify students or curriculum areas requiring additional focus. At the beginning of the school year, State Assessment results are analyzed and goals are made based upon the analysis. Through the year benchmark tests in Reading and Math are reviewed monthly. In addition, data from other classroom assessments are gathered and examined.

Teachers at each grade level work together collaboratively to work on curriculum, plan instruction, and identify areas for focus and students who need additional support. Regular weekly team planning is expanded frequently, when teachers are provided a substitute while they meet with their team, and also periodically conference with individual students. At the beginning of the year, the goal votes on an academic goal on which to focus, and professional development is provided throughout the year to support the goal. Each teacher creates an Action Plan to support the goal, and the goals and tracking of success of the goal is planned using disaggregated data related to State Standardized Testing, District Testing, and monthly benchmarks, which are administered to the students. Based upon ongoing monthly review of data, students are identified for additional support, and after school tutoring if considered necessary.

The school has a data binder containing several different aggregations of data, consisting of graphs and charts, some longitudinal and some identify growth. These data are used on an ongoing basis to help identify the school's strengths and weaknesses and plan for future modifications to the school program.

3. **Communicating Assessment Results:**

Individual student state assessment results are sent to parents with regard to their own students. In addition, on going grades and classroom test results are available immediately to students and parents on an on-line grading system. All test scores are also available on the school, district, and state websites. Individual discussions with

parents are the only way in which the parents are actively informed about the results of assessments at this time. However, weekly newsletters are also sent out and include school-wide results at appropriate times.

The combination of Dibels testing results, district benchmark results, online classroom grade reports, and State test results are reviewed with parents during parent conferences, IEP meetings or Child Study Team meetings, or any other times when students progress and future instruction needs to be considered.

4. Sharing Success:

The School district holds celebration meetings to share schools' successes, and the school holds an individual student and teacher celebration. Awards and successes are also shared on the school website and newsletters, and all schools share their newsletters in the district. Our Marketing Department at the District office also does a great deal to publicize school success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

GPS Traditional follows a back to basics traditional model for curriculum and instruction. This model includes direct, daily instruction using the Saxon Math program and Spalding phonics program for teaching phonics, spelling, and reading. The Write from the Start Writing Program and Thinking Maps is used for Writing Instruction. For science, hands on Foss science kits are used, and in social studies a textbook series. The curriculum includes PE, Library, Computers, Art and Music, and optional before school band or strings and/or chorus. The school follows the state standards, but typically, curriculum and instruction is one year ahead of other district schools. Foreign language is not taught.

In Reading the Spalding program is supplemented with a Reading Basal reader and Accelerated Reader. Our library provides an excellent, encouraging environment providing rewards and awards for reaching high levels in the AR program, and our readers read more words, books, and take more AR tests than other schools in the district.

Extra curricular opportunities are available before or after school or during lunch, such as Chess Club, Walk, Jog, Run Club, Art Program, Enrichment Class, Knitting Club, and others.

In addition to the regular classrooms we have a gifted program for Advanced Math and/or Writing, support for ELL students, a Special Education resource teacher, and a Reading Specialist to provide additional intensive reading intervention when required.

Our Music Teacher, Band and Strings produce regular performances at the school and district level, and our Chorus has performed at the State Capital Building.

2a. (Elementary Schools) Reading:

Reading instruction incorporates the Spalding method of direct phonics instruction along with a Reading Basal series and AR to encourage student reading of literature and non fiction books. The reading series was specifically chosen to incorporate more higher level critical thinking and is at a rigorous level. Students are taught consistently in every classroom and the curriculum spirals content from one year to the next and through the current school year.

The Spalding phonics program requires specific extensive training for all teachers and instruction is very direct and prescriptive involving all learning modalities. Students learn phonograms and rules and drill and repetition provide the familiar process from week to week and year to year which brings student success and confidence in their reading and writing.

The Spalding program combined with the AR program, which encourages student enjoyment of reading chapter books, along with the Basal Reader program which is rigorous and incorporates higher level thinking and comprehension skills, form a solid Reading program which brings the the results and student achievement.

3. Additional Curriculum Area:

Math is taught using the Saxon Math series which incorporates spiraling and direct instruction of concepts followed by a routine of a practice set and a problem set every day. The math curriculum follows the school's mission of providing strong instruction in basic skills, and leads to high levels of success, Again, consistent adherence to the curriculum and the direct instructional model with very few interruptions or times when the teaching of the core subjects is skipped.

4. Instructional Methods:

The school provides for an ELL teacher, special education teacher, and several aides to ensure that inclusive support is provided to meet the needs of diverse students. Also, when needed, students are pulled for small group instruction regarding reading when needed. We also have two gifted teachers who teach advanced math and writing for grades 2-6, where students work at an advanced pace.

5. Professional Development:

Each year every district school must select an academic goal, and every teacher must take 15 hours of professional development to meet the goal. For example, this year the school's goal was in the area of reading and on our PD early release days, usually once a month, our teachers all took part in Reading professional development to meet the needs of teachers in the areas of fluency and comprehension, which were identified as areas of the State Standards that teachers felt would be the most beneficial.

Our school academic goal is chosen based upon our AIMS state test scores, and attention to the specific state standards in which our scores are the weakest are also identified. The contents of this years' Reading Professional Development related specifically to our students' weakest state standards and our reading materials. As such teachers were able to directly apply their learning into the classrooms to enable direct improvement in instruction and thus student learning.

6. School Leadership:

There is one administrator, the school principal, at the school. There are two separate leadership teams. First, the Grade Level leaders who work with the principal and the teachers at their grade level to ensure that policies, decisions, and programs related to student achievement are discussed and debated and then efficiently passed on. Also, there is a Student Improvement Committee which works on establishing the school academic goals, arranging for professional development and mentoring teachers to ensure that they meeting their professional development requirement and fulfill the requirements of establishing an Action Plan for increasing student achievement and following through with the Action.

The principal was formally the Director of Assessment, and she has spent time analysing scores, identifying students needs through use of the data and providing teachers with charts and summaries to use in collaborative meetings. All meetings, policies, and programs, and relationships are focused on improving student achievement, and this has resulted in the success that we have experienced.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: AIMS

Edition/Publication Year: 2002

Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	97	98	94	97	86
Exceeds	48	58	64	67	59
Number of students tested	94	90	94	93	70
Percent of total students tested	100	95	95	95	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS	91		83		66
EXCEEDS	30		25		22
Number of students tested	11		12		11
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	97	90	93	96	86
EXCEEDS	48	40	68	66	60
Number of students tested	76	70	72	74	60
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: AIMS

Edition/Publication Year: 2002

Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	98	93	94	95	87
EXCEEDS	30	42	47	29	45
Number of students tested	95	95	94	93	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS	100		100		66
EXCEEDS	18		17		22
Number of students tested	11		12		11
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	97	93	95	93	89
EXCEEDS	29	42	49	27	49
Number of students tested	76	74	72	74	54
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2002

Grade: 4 Test: AIMS
Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	99	99	98	98	
EXCEEDS	72	89	64	60	
Number of students tested	102	89	81	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS	90			92	
EXCEEDS	70			42	
Number of students tested	10			12	
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	99	98	97	97	
EXCEEDS	59	58	59	56	
Number of students tested	76	67	63	66	
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2002

Grade: 4 Test: AIMS
Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	97	99	95	90	
EXCEEDS	43	48	23	26	
Number of students tested	102	89	81	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS	90			75	
EXCEEDS	30			17	
Number of students tested	10			12	
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	97	98	95	90	
EXCEEDS	43	52	22	29	
Number of students tested	76	67	63	66	
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No State Testing at 4th and 6th Grade in spring 2004 Other subgroups less than 10 students.

Subject: Mathematics
Edition/Publication Year: 2002

Grade: 5 Test: AIMS
Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	100	99	95	98	63
EXCEEDS	73	49	54	49	50
Number of students tested	82	78	71	49	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS			90		
EXCEEDS			40		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	100	99	95	97	69
EXCEEDS	71	45	49	54	56
Number of students tested	62	56	58	28	10
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2002

Grade: 5 Test: AIMS
Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	100	98	97	94	73
EXCEEDS	50	22	32	29	17
Number of students tested	82	78	71	49	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS			90		
EXCEEDS			20		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	100	99	97	93	77
EXCEEDS	50	20	32	36	21
Number of students tested	62	56	57	28	10
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2002

Grade: 6 Test: AIMS
Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	100	96	89	88	
EXCEEDS	64	34	54	56	
Number of students tested	76	64	46	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS			100		
EXCEEDS			50		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	100	94	87	89	
EXCEEDS	57	63	58	60	
Number of students tested	56	51	24	42	
3. (specify subgroup): ASIAN					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2002

Grade: 6 Test: AIMS
Publisher: CTB

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
MEETS & EXCEEDS	97	100	87	84	
EXCEEDS	30	34	15	20	
Number of students tested	76	64	46	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
MEETS & EXCEEDS			100		
EXCEEDS			13		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup): WHITE					
MEETS & EXCEEDS	98	100	88	84	
EXCEEDS	30	33	25	24	
Number of students tested	62	54	24	42	
3. (specify subgroup): ASIANS					
MEETS & EXCEEDS					
EXCEEDS					
Number of students tested					
4. (specify subgroup): BLACK					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: